DOCUMENT RESUME

ED 203 669 FL 012 345

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TITLE Europe Comes to Iowa. Guidelines for Establishing a Foreign Language Immersion Weekend for Students.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 80
NOTE 83p.
LANGUAGE English: French

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Cultural Activities: Enrichment Activities: *Experiential Learning: *French: *Immersion Programs: *Language Enrichment: Secondary Education: *Second Language Instruction: *Weekend Programs
IDENTIFIERS *Language Camps

ABSTRACT

This manual describes a French immersion weekend that was held at a campground in Iowa. The manual is arranged in chronological order beginning with arrival Friday evening and continuing through Sunday morning departure. The contents include: (1) a summary of the goals and objectives of the camp-experience: (2) schedule of activities: (3) a detailed description of each activity in the order in which it occurred: (4) information for administrators, teachers, and other personnel: (5) handouts and activity sheets in approximately the order in which they were used: (6) information on obtaining foreign currency: and (7) useful addresses both for cultural materials and of personnel in Iowa who are willing to answer questions. (AMH)

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ED203669

GUIDELINES FOR ESTABLISHING

A FOREIGN LANGUAGE

IMMERSION WEEKEND

FOR STUDENTS

EUROPE COMES TO IOWA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AUBERGE DE JEUNESSE

PRODUCED ON A TEACHER INCENTIVE AWARD, ESEA TITLE IV-C, DEPARTMENT OF PUBLIC INSTRUCTION, STATE OF IOWA, JUNE, 1980.

FL 012 345

ACKNOWLEDGEMENTS

The authors wish to express appreciation to the people who gave so freely of their ideas and materials; to the teachers and students who participated in Auberge de Jeunesse; and to the foreign language consultants from the state universities who shared their time and expertise.

WE ARE ESPECIALLY GRATEFUL TO

Gary, Chad, and Jason Nyhus and Tom and Bob Maiwald without whose support and sacrifices the project would have never gotten off the ground;

Jeff Sales and Bernie Pelleymounter, our superintendents of schools, for their total support of our innovative project;

Barb Bone and Roxanne Hansler who shared our dream and helped us make it a reality;

Janey Montgomery for her constant encouragement, invaluable advice, and dedication above and beyond the call of duty;

Jim and Jeannine Becker for their extraordinary enthusiasm for all things French and for their willingness to share their wealth of resources;

And Terry Shepard who typed the final draft of the manual.

Our Thanks is also extended to our many friends and colleagues who were supportive through the entire project.

TABLE OF CONTENTS

MESSAGE TO THE READER ----------4

ABSTRACT----------7

SCHEDULE OF ACTIVITIES----------9

CUSTOMS----------10

BANKING----------12

GET ACQUAINTED TIME----------18

STAFF MEETING----------21

WAKE UP----------23

MEALS----------24

REQUIRED CULTURE CAPSULES----------28
- MONEY
- DINING ROOM
- SONGS
- SHOPPING VOCABULARY

SLIDE PRESENTATION----------42

BOUTIQUE----------43

MINI-SESSIONS----------45
- SLANG AND GESTURES
- SONGS
- FENCING
- NATIVE GAMES AND SPORTS
- COOKING
- NATURE HIKE
- ARTS AND CRAFTS

CARNIVAL----------50

ENTERTAINMENT----------54

VESPERS----------57

NATIVE SPEAKERS----------60

USEFUL ADDRESSES----------61

FACILITIES----------63

EVALUATION----------66

COUNSELORS----------70

CORRESPONDENCE----------72

CERTIFICATE----------79

FEEDBACK PAGE----------80

MESSAGE TO THE READER

Even though all foreign language students cannot afford to travel to Europe, it is possible for Europe to come to Iowa. We are two foreign language teachers who made a dream come true by bringing France to Iowa. In October of 1979, 53 students from all over Iowa visited France without leaving the state. They participated in "AUBERGE DE JEUNESSE", the pilot project on which this manual is based.

Our students experienced foreign travel, complete with passports, customs, monetary exchange, shopping, and total immersion in the French way of life. In short, they survived culture shock, and all this for less than the cost of a weekend at a Holiday Inn.

No sooner had our French immersion weekend come to a close than we were receiving requests for information about how the idea could be adapted to other languages and other geographic areas. In this manual, we have attempted to spell out as simply as possible what we did in the hopes that other foreign language teachers who follow the patterns laid out in this manual can succeed in putting on their own successful camps. All it takes is a little courage and a generous portion of humor, and you'll have a language project that doubles your efforts in rewards. We survived the first and are in the process of planning the second as a result of popular demand.

Your project will need the support of your local school district, the business community and your Area Education Agency.

Although students pay tuition to attend the camp, your school district must be prepared to provide some financial backing. The amount of backing depends entirely on the size of your camp and the number of volunteer staff. One major cost for your first project is the purchase of authentic money. This is where the business community and service organizations of Ackley proved to be such an asset.

Use your Area Education Agency. It is funded by the state for the purpose of improving education, and the better acquainted you become with the agency, the more services you will discover are available to you. Available services may vary from area to area, but you have nothing to lose by asking. Some of the services you may wish to check into include: teacher mailings, computer print-outs of mailing lists, computer scoring of questionnaires, printing (a real godsend), graphics, publicity, grant consultation, and even secretarial help. Everyone at Area Education Agency 6 bent over backwards to be of assistance.

At present the Iowa Department of Public Instruction has no foreign language consultant. All Iowa funding for foreign languages is channeled to programs for English as a Second Language. Hopefully this will change in the future, but for now the D.P.I. cannot be counted on for any financial backing.

This manual is arranged in <u>chronological</u> order, beginning with arrival Friday night and continuing through Sunday morning

departure. Handouts and supplementary materials are included in approximately the same order as they were used. Additional information at the end of the manual includes useful addresses, sources of locating speakers, role of cabin counselors, physical facilities, and sample correspondence. Feel free to use the materials in this manual and adapt them to your needs. In case we may have overlooked some of your questions, we have included a page at the end of the manual with our names and addresses. We will be delighted to answer any of your questions and to help in any way we can to make your camp a success.

ABSTRACT FOR PILOT PROJECT

Assessment of Needs:

According to the May 13th issue of the Waterloo Courrier, 8,000 fewer Iowa high school students have enrolled in foreign language programs than 10 years ago. This situation is typical of the rest of the nation. The following needs are not being met in the foreign language classroom:

1. Students need to be segregated from the English language.
2. Students need to be immersed in French culture.
3. Students need to be exposed to native speakers.
4. Students need to converse in French with others besides their classroom teacher and classmates.
5. Students need motivational stimulus at the second year level and above.
6. Students need to improve their self-concept.
7. Students need an intermediate step to help adjust to culture shock of foreign travel.
8. Students need to become competent in communicating in the target language.
9. Students need an opportunity to have fun with the language and converse without the pressure of a grading system.
10. Students need to adapt to several accents and apply what they have learned.

Objectives:

Through attendance at this weekend, the students would be expected to obtain the following results.

1. Blakes Grove, henceforth referred to as "Auberge De Jeunesse", is located 3 1/2 miles northeast of Ackley, Iowa. The rural setting of this camp will isolate the students from their native language.
2. "Auberge De Jeunesse" will be conducted by enthusiastic French teachers and native speakers completely in French. Students will adopt French customs and language; eat French food; use French currency, learn French games and sports, songs and dances; buy French books, candies, and games.
3. Native speakers will assist with the activities and will provide authentic accents, gestures, and colloquial expressions.
4. In addition to the native speakers, students will have the opportunity to interact with students and teachers from other schools.
5. First year French is by nature new and exciting to the students. On the other hand, French II students often lose their spontaneity over the summer and need a new

and exciting activity. "Auberge De Jeunesse" will provide the change of pace and a glimpse of the unlimited possibilities of the use of the language.

6. Over the summer months, French II students feel they have forgotten most of what they have learned. "Auberge De Jeunesse" will provide activities which reinforce the foundations established in French I. The students will regain their confidence in the language. This will result in their advance study and possibly even in foreign travel.
7. From the classroom to France is too much of a change for students to assimilate at one time. "Auberge De Jeunesse" is an intermediate step to foreign travel because students will be exposed to passports, passage through customs, exchange and use of foreign currency, and total immersion in the target language.
8. Through attendance at mini-sessions, students will develop their ability to communicate in French.
9. Students are less intimidated among peers in a non-graded situation.
10. Native speakers, French teachers and other students will expose each student to a variety of accents and vocabulary.

District Goals:

In accordance with the educational goals of the Ackley-Geneva School District, we feel that the study of a foreign language intensified by a total immersion in the French cultural experience makes the students more aware of other viable cultures. International cooperation can only take place in the light of this understanding.

Evaluation Strategy:

At the end of the weekend activities, students will be given a checklist to evaluate their learning experience.

Target Area:

Attendance at "Auberge De Jeunesse" is open to all students currently enrolled in French II and above in schools serviced by all Area Education Agencies in Iowa.

FOREIGN LANGUAGE CAMP
"SAMPLE SCHEDULE"

Friday Evening	6:00 p.m.	Counselor Staff Meeting
	7:00-8:00 p.m.	ARRIVAL customs, cabin assignments, exchange of currency - sign up for morning culture capsules
	8:00-9:30 p.m.	EVENING SNACK/INTRODUCTIONS Impromptu songs and games
	10:00 p.m.	CABINS - Preparation of Skits
	10:00 p.m.	TEACHER STAFF MEETING
Saturday Morning	7:30 a.m.	Wake-Up
	8:20 a.m.	Flag Raising
	8:30 a.m.	BREAKFAST
	9:30-10:30 a.m.	CULTURE CAPSULES 1. Money 3. Songs 2. Dining Room 4. Vocabulary/Boutique
	10:30-11:30 a.m.	SLIDE PRESENTATION - Region of Focus
	11:30-12:00	1/4 of group (by cabins) will go to store - Rest of group will have free time
	12:00-12:30	1/4 of group (by cabins) will go to store - Rest of group will have free time
Saturday Afternoon	12:30 p.m.	LUNCH
	1:30 p.m.	MINI - SESSIONS 1. Slang/Gestures 5. Pétanque (game) 2. Songs 6. Cooking 3. Folkloric Dance 7. Promenade 4. Fencing 8. Arts & Crafts (make carnival masks)
	3:30-4:00 p.m.	1/4 of group (by cabins) will go to store - Rest of group will have free time
	4:00-4:30 p.m.	1/4 of group (by cabins) will go to store - Rest of group will have free time
	4:30-6:00 p.m.	CARNIVAL
	6:15-7:00 p.m.	SUPPER
	7:00-8:00 p.m.	Preparation of Skits
	8:00 p.m.	ENTERTAINMENT, SKITS AND SING-A-LONG
	10:00 p.m.	VESPER SERVICE
	10:30 p.m.	RETURN TO CABINS
	11:00 p.m.	LIGHTS OUT
Sunday Morning	7:00 a.m.	Wake-UP
	7:45 a.m.	Flag Raising
	8:00 a.m.	Breakfast
	8:40-1:00 p.m.	Pack, Clean Cabins, Change Money, Evaluation Questionnaire
		Depart for Home

CUSTOMS

Just as you cannot enter into a foreign culture without passing through customs, neither can a student enter your simulated culture without going through the procedure. For some reason, many students fear customs and will go to some length to avoid encountering the unknown. Only through meeting his fears head on will he come to grips with the relative simplicity of the experience. Customs should be set up just inside the door of the registration building. The students should not be allowed inside the camp without passing through customs.

The customs table should be a long, rectangular table and should include the following:

1. CUSTOMS OFFICIAL: This person will check the passport to verify the student's identity and to see that the passport is correctly filled out (the students received their passports in the mail after they registered).
2. INSPECTORS: Luggage is inspected for contraband. This is a good place to use native speakers. Contraband is anything in English. The extent of the search depends on the student's language ability and sense of fun. The inspector can take from the student items like radios, sheet music, novels, school books, life saver candies, etc. Because a student gets his first culture shock and first impression of the camp at customs, it is necessary to be sensitive to his feelings. If he is showing signs of frustration or confusion, it is imperative that he be helped.

Contraband is put into a cardboard box and labeled with the student's name so it can be returned before his departure on Sunday morning.

3. CABIN ASSIGNMENTS: One teacher has the sole responsibility of handing out cabin assignments (they have been arranged prior to the day of the camp). The students also receive a map of the camp at this point and a list of camp rules.
4. CHOOSING A NAME: The students should choose a new name for the weekend from a given list of foreign names. It should also be made clear that each camper will be receiving a roster of names and addresses of all camp participants before his departure.

Passport
United States

A PASSPORT SHOULD CONTAIN THE FOLLOWING INFORMATION:

1. Passport Number
2. United States Address
3. Name of Parents to be contacted in case of accident
4. Photograph
5. Name - Last, First, Maiden (as per authentic passport)
6. Sex
7. Place of Birth
8. Date of Birth
9. Signature

NUMERO DU PASSEPORT

ADRESSE DU TITULAIRE
AUX ETATS—UNIS

EN CAS D'ACCIDENT
PRIERE DE CONTACTER
LES PARENTS NOMMES
CI - DESSOUS.

Photo

Nom: _____ _____ _____
nom de famille Prénom nom de Jeune Fille

Sexe | LIEU DE NAISSANCE

DATE DE NAISSANCE

SIGNATURE DU TITULAIRE

BANKING

The bank should be set up across the room from the customs table. If they are located to near each other, a bottleneck is created in the flow of traffic. One person will be responsible for the bank.

A bank account is set up for each student. The bank card or book will be alphabetically filed when the student deposits his money. Each time that money is withdrawn, it will be recorded on the card. When the student closes his account he will be given the bank card. The student purchases $5.00 in foreign currency, and the rest of his spending money is deposited in the camp bank for safe keeping. The bank will always be open when he needs his money for spending at the store, and he can withdraw money as he needs it.

After students have set up their bank account, they should find their cabins, drop off their luggage and freshen up a bit, then return to the dining room of the lodge.

SEE SAMPLE BANK CARD ON NEXT PAGE

Banque de

Auberge de Jeunesse

Ackley, Iowa 50601

NOM _____ CABANE _____

DATE	REMISE DES FONDS	RETRAITE DES FONDS	BALANCE

PURCHASING CURRENCY

In Iowa, the source for international currency is the Merchants National bank in Cedar Rapids. You may wish to contact Carol Ridder of the International Banking Department Phone: 319-398-4322.

The purchase of currency should begin months in advance of the actual camp. Because of the weight of the coins, the banks in the United States buy only paper currency from foreign banks. Because their source of coin purchases is tourists who return from their travels with coins they no longer need, it takes time to locate enough coins to meet your needs. We found Carol eager to find what we needed, but her job is made much easier by a lengthy time in which to contact her sources to find the coins.

We purchased a little more than $10.00 of foreign currency per student. The only way the bank (or any bank) can purchase the currency again at the end of the camp is to buy back the coins at the rate of 60% of the original purchase. There is really no market for coins in the U.S., so the banks are purchasing them as a service to you. We kept the money to use again for another year. Anyone who is setting up a French camp is welcome to use our money.

The purchase of money is a number one priority in setting up a camp. It is not easy to find a source of money to buy the foreign currency. However, we feel that you must have the real money for the camp to be effective. Spending money when traveling abroad is a major factor in culture shock, and there is no way that "play money" can simulate anywhere near the experience offered by the use of authentic money. The question of money is the first problem that should be settled before setting up a camp, but we firmly believe that where there is a will, there is a way. This is an example of the type of problem that seemed insurmountable, but we were determined to succeed at all costs, and that's the spirit it takes to make things run.

The students exchanged their money again for American money before leaving the camp on Sunday morning, but naturally it is tempting to keep a coin or two for a souvenir. They should be urged to exchange all money though. We found that on the average, we lost three coins per person. Although this was not a financial loss, it meant more work in locating coins again for the next year.

GET ACQUAINTED TIME

A typical foreign snack (for example fruit, cider, cheese and crackers from France) should be provided to help ease the students into the culture. There should be an absence of the typical American snack items such as Coke, Pepsi, potato chips, etc. The gradual and not so gradual introduction to the foreign culture is under way.

It is important that the students get acquainted with others with whom they will be spending the weekend. Some introductory games help students relax and get acquainted at the same time. Suggestions are listed later in this section.

The students should be given an overview of the weekend including activities, expectations, and an introduction to the area of the country to be studied. This might include locating the geographic area to be emphasized on a simplified map; introducing some historic and cultural aspects of the region; presenting some regional activities such as a folk dancing demonstration; and motivating the student to learn more about the area during the weekend.

Students will be told at this time that each cabin will be responsible for presenting a skit in the target language on Saturday night. They should be informed that prizes will be offered to the cabins with the best skits. Although the idea of a skit may worry some students, they should be reminded that their cabin counselor will help them with their presentation.

Before leaving the dining room to go to cabins, students should be asked to sign up for the mini-sessions on Saturday.

CONNAISSEZ-VOUS LES AUTRES?

Find a name of a fellow camper who fits each description. The same name can only be used twice. Allez!

_____parle une autre langue que le français.

_____est en 2ème année de français.

_____vient de Nebraska.

_____est déjà allé en France.

_____a un monsieur comme professeur de français.

_____a une femme comme professeur de français.

_____a déjà voyagé au Canada.

_____sait jouer aux boules (la Pétanque).

_____est en 3ème année de français.

_____a un(e) correspondant(e) française.

_____vient d'Iowa.

_____a visité la Louisianne.

_____a 16 ans.

_____fait du "footing".

_____joue d'un instrument de musique.

_____a 17 ans.

_____a voyagé en France plus de 2 fois.

_____aime bavarder.

BIENVENUE A L'AUBERGE DE JEUNESSE!!! WELCOME!!!

The staff at Auberge De Jeunesse hopes to provide you with an enjoyable learning experience in the French culture. We would like to make a few comments about some of the events and facilities that help you better appreciate your French weekend.

ARGENT

Only French currency is honored at Auberge De Jeunesse. An exchange rate of 4 francs to the dollar is used (the current international rate is somewhat more expensive than that, but all of our items are priced according to a 4 to 1 ratio).

BADGES

Select a French name to put on your name tag for the weekend. Please wear these badges throughout the weekend. It will help us to meet more people.

BANQUE

To avoid loss of money in the cabins, we encourage you to deposit all of your money in the bank. The bank will be open whenever you need to withdraw money. Sunday morning you will receive in American currency all the money left in your account. Sunday morning we will exchange your spending money into American dollars. We must insist that no French currency leave Auberge De Jeunesse.

CUISINE

Most of what you eat at Auberge De Jeunesse will be as authentically French as feasible. Included among our special dishes will be Croque Monsieur, mousse au chocolat, soupe a l'oignon, and crepes. Because of the long drive many will have ahead of them, the Sunday morning meal will be larger than the typical French breakfast.

SERVICE RELIGIEUX

An ecumenical christian worship service will be held on Saturday night in French. However, it should be noted that there will not be a mass at the camp; therefore, if any of you wish to attend Catholic Mass (or any other worship service), you will be awakened and driven to Ackley on Sunday morning. You must talk to one of the directors to sign up on Saturday.

EMPLOI DU TEMPS

The emploi du temps (schedule) is important if you are going to take advantage of as many of the activities as possible. Please keep it with you at all times so you will know where to go next.

LES VILLES

Your cabin is your home and your responsibility. Please keep it nice for the next group. Before leaving Sunday morning, it must be left as you found it. Merci!!!

LE FRANCAIS

Speak to your hearts content this weekend, but let's keep it French, N"EST-CE PAS?

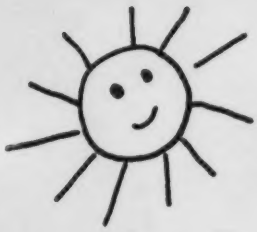
STAFF MEETING

Friday night while the students are getting acquainted in their cabins and beginning to work on their presentations, the teachers are meeting for the first time in a staff meeting in a room set aside exclusively for their use throughout the weekend. The Friday night meeting is the first and only time for all teachers to be at the same place at the same time, so this meeting is extra important. The students will be with cabin counselors during the meeting, so no teacher needs to worry about supervision. This meeting is attended by native speakers, consultants and university teachers, and all high school teachers. It begins with informal introductions followed by an explanation of all weekend activities. Every teacher is urged to participate in and/or lead activities especially the Saturday afternoon carnival activities (see carnival). At this time teachers sign up for carnival activities in which they'd like to participate. This is a very important meeting and will set the tone for the weekend. It is important that all teachers feel that they are an integral part of the activities. Every teacher must be made comfortable. Each one has something to offer. Some of the teachers will be wondering what their role will be for the weekend, and it is imperative that they feel welcome and needed.

The place for this meeting is the room that will be designated as the staff room. It is in this room that teachers may go to relax, to smoke, to converse, and to share ideas with other teachers. Materials of interest to teachers should be on display in this room.

These could include examination copies of books, realia from the geographic area of focus for the weekend, or scrapbooks of recent trips made to the foreign land.

Coffee and ashtrays as well as some type of snack should be available at all times.



WAKE UP

Since there is a lot to accomplish on Saturday, we recommend an early wake up.

Wake Up - One teacher will be in charge of awakening the students in the native tongue of the country. The ideal situation is the availability of an intercom system. If there is none, a bull horn can be borrowed from the band teacher of the local high school. The student's day should begin with the sound of the native language. If an intercom is available, this is an ideal time to play native music. If not, they can be informed over the bull horn about the date and the day's weather.

FLAG RAISING

Flag Raising - The students should sing the national anthem at the flag raising ceremony. This is also a good time for some morning exercise with the use of counting in the native tongue.

DEBOUT, CHANTEZ

DEBOUT, CHANTEZ, CAR LE SOLEIL SE LÈVE,
DEBOUT, CHANTEZ, LES OISEAUX SONT LEVÉS.

MEALS

The meals and snacks must be as culturally authentic as possible, but planners should keep in mind the limited tastes of the young people and choose a menu that is apt to be liked. We want them to experience new and different situations, but we also want this to be a positive experience. Working with the cook of the camp site as much in advance of the camp date is essential. She must know exactly what is expected, be shown how to prepare the food, and have time to experiment ahead of time.

Directors are encouraged to find or write a grace to use before and after meals. This is another opportunity for the students to use the language.

Before each meal, (after the grace), a teacher shows a sample meal. She will pronounce the name of each item for the students to repeat. Items taught include not only the items to be eaten, but the salt, pepper, sugar, silverware, etc.

Reminder: Mealtime is an excellent time for a mini-culture session (see meals) for example, showing the student how the Europeans peel an orange. This is the time to make good use of a native speaker.

Students should be reminded at the first meal to always leave a space for a teacher, a college counselor and a native speaker at the table at each meal.

LES GRACES

AVANT DÎNER

CE REPAS, O NOTRE PÈRE, NOUS LE DEVONS À TA MAIN.

SOUTIENS NOTRE VIE ENTIÈRE ET NOS COEURS SUR TON CHEMIN.

AINSI SOIT-IL, AINSI SOIT-IL.

APRÈS DÎNER

MERCI DONC, O NOTRE PÈRE, POUR CE PAIN QUOTIDIEN.

AIDE-NOUS À SATISFAIRE TOUS LES PAUVRES QUI N'ONT RIEN.

AINSI SOIT-IL, AINSI SOIT-IL.

J'AI BIEN BU

J'AI BIEN MANGÉ, J'AI BIEN BU. (BIS)

J'AI LA PEAU DU VENTRE BIEN TENDUE. (BIS)

MERCI, MERCI, MERCI.

MERCI, PETIT JESUS.

LA RECETTE DES CREPES

pour 12 personnes

Battre 3 oeufs avec une demie cuillère à café de sel

Bretagne

l'ermine

Week-end du 19 au 21 octobre 1979

MENU

Service Compris

vendredi - soir

samedi - le petit déjeuner

une orange
un petit pain
du beurre

dimanche - matin

une quiche lorraine

CULTURE CAPSULES

These sessions are required of all participants at the camp. No one can function efficiently in a foreign culture without a basic understanding of the currency, table manners, and vocabulary of shopping for that country.

This part of the schedule is divided into four 15 minute sessions which are held simultaneously. Which of these sessions the students attend first is determined by their cabin. The group will rotate rooms until they have attended all four sessions.

1. Money

A native speaker will explain the currency and its value. It is helpful to the student to receive a handout with pictures of the currency (a picture of currency is generally available from the bank with a purchase of a travel pac of money). This is a good time to review counting and numbers in the target language of the camp.

2. Dining Room

Vocabulary sheets should be given to each student with important meal terms. Suggested vocabulary words are: plate, cup, knife, fork, spoon, napkin, meat, vegetables, bread, butter, jelly, salt, pepper, sugar, milk, coffee, salad, cake, breakfast, lunch, dinner, food specialities. It should also include helpful expressions like: Pass me the _____, please. Do you like _____? Yes, I like _____. No, I don't like _____. This is good. This is bad.

3. Songs

It should be pointed out that this session is not for the "fun" songs so much as it is for the functional songs that will be sung in unison throughout the weekend. This is the time to review the national anthem and the grace before and after meals and the exercise song. There is an afternoon mini-session in which the kids will learn the "fun" songs. If there are any special songs that you wish to use at the vesper service, they should be taught at this time.

4. Shopping Vocabulary

Students should be given a vocabulary sheet of shopping terms. It should include the names of the items that are to be found in the boutique. Some suggestions are:

I would like to buy:
- some candy
- some chocolate
- some cookies
- a coke
- some stationery
- a T-shirt
- a "badge"
- a songbook
- a game

How much does this cost?

Thank you.

You're welcome

The vocabulary sheet should also repeat the value of the currency.

CULTURE CAPSULES

Teachers and Counselors:
NOTE: If you are not assigned a station, you should accompany your cabin as they move from one station to the next. You should participate actively to give them an example to follow. If you are involved in another weekend, you may be called upon to lead a station. If you are assigned a station, be sure you have all the necessary materials before the game starts to do an effective presentation.

La Salle A Manger (Menu)

1. Quiz camper group briefly on what they learned at the previous station.
2. Explain how French people set the table.
3. Explain both hands on the table; do not touch food.
4. Go over the weekend's menu.
5. Go over the list of vocabulary and phrases as thoroughly as needed (ideally flashcards of foods should be used to give a visual).

Les Chansons (Songs)

1. Quiz camper group briefly on what they learned at the previous station.
2. Explain that we will sing the graces before and after each meal and that other songs and announcements will follow so they should remain at their table.
3. Teach the melodies and the words to the songs the best you can in the allotted time.

Les Chiffres et L'argent (Numbers & Money)

1. Quiz camper group briefly on what they learned at the previous station.
2. Review (or teach if necessary) the numbers from 1 - 100 (or as much as possible). Ideally, they should be taught with flashcards.
3. Show examples of French money (bills and coins). Show the differences in coins and bills (sizes, point out watermark).
4. Teach the value of all the coins.
5. Explain the exchange rate at Auberge De Jeunesse and that all the items are priced on this exchange rate in the store.
6. Give the campers problems; set coins and bills out and request volunteers to select correct amounts of money for different items.

Boutique (Shopping)

1. Quiz camper group briefly on what they learned at the previous station.
2. Teach or review vocabulary on list using store items as visuals.
3. Point out items that are highlighted at the weekend.
4. Act out mini-dialogues for store with volunteers.

FRENCH FRANC FF

FF 1 = 100 centimes
No import limit; export limited to FF 5000
Older notes are generally redeemable
Notes before 1959 are old francs: 100 old francs = 1 new franc

Denomination: 10 Color: brown
Reverse: Hector Berlioz with cello

Denomination: 50 Color: blue
Reverse: Maurice Quentin de la Tour

Denomination: 100 Color: many
Reverse: handsome gentleman

Denomination: 100 Color: brown
Reverse: Delacroix

Denomination: 500 Color: yellow
Reverse: Descartes thinking

FRANCE

Monetary Unit: FRANC = 100 Centimes
(Most commonly used banknotes and coins shown)

Denomination of Banknotes:
10, 50, 100, 500 Francs

Denomination of Coins:
½, 1, 5, 10 Francs, 1, 5, 10, 20, 50 Centimes

10 FRANCS
Dimensions:
5½" x 3"
Dominant
Color:
Multicolor

50 FRANCS
Dimensions:
5⅞" x 3⅛"
Dominant
Color:
Multicolor

100 FRANCS
Dimensions:
6¾" x 3⅜"
Dominant
Color:
Multicolor

10 CENTIMES
Metal: Bronze

20 CENTIMES
Metal: Bronze

½ FRANC
Metal: Nickel

1 FRANC
Metal: Steel

5 FRANCS
Metal: Nickel

10 FRANCS
Metal: Copper

Pictures of banknotes are reduced.

Coins are shown at approximately actual size.

GERMAN (DEUTSCHE) DM MARK

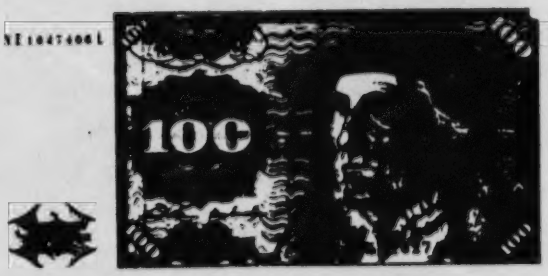
Dm 1 = 100 pfennig
No limit to import or export of currency
All Deutschemark notes are still redeemable
Beware of Reichsmarks, they are worthless

Denomination: 5 Color: green
Reverse: oak leaves

Denomination: 10 Color: blue
Reverse: sailing ship

Denomination: 20 Color: green
Reverse: violin & clarinet

Denomination: 50 Color: brown
Reverse: twin towers



Denomination: 100 Color: blue
Reverse: eagle

Denomination: 500 Color: red
Reverse: Burg Eltz

(continued)

GERMAN (DEUTSCHE) DM MARK

Page 2

Denomination: 1000 Color: brown
Reverse: Dom zu Limburg an der Lahn

BOUTIQUE

Je voudrais acheter:

- des bonbons
- du chocolat
- des pastilles aux fraises
  aux framboises
  aux citrons
  aux cerises
  assorties

- des biscuits
- un coca
- une limonade
- une orange
- une carte postale
- une carte de voeux
- une carte de France
- un timbre
- du papier à lettres
- un T-shirt
- un badge
- un écusson
- un livre de chanson
- un disque
- un jeu
- un béret

Ça fait _____ francs?

Combien coûte _____, s'il te plaît?

Merci. De rien.

EXCHANGE

1 f = .25

2 f = .50

3 f = .75

4 f = 1.00

5 f = 1.25

6 f = 1.50

7 f - 1.75

8 f = 2.00

9 f = 2.25

10 f = 2.50

11 f = 2.75

12 f = 3.00

13 f = 3.25

14 f = 3.50

15 f = 3.75

16 f = 4.00

17 f = 4.25

18 f = 4.50

19 f = 4.75

20 f = 5.00

21 f = 5.25

22 f = 5.50

23 f = 5.75

24 f = 6.00

100 Centimes = 25¢

Auberge de Jeunesse

Ackley, Iowa 50601

VOCABULAIRE: LA SALLE A MANGER/MENU

l'assiette
la verre
la fourchette
la cuillère
le couteau
la serivette
la tasse
le bol

les repas: le petit déjeuner
le déjeuner
le dîner

le viande
les légumes
le pain
le beurre
la confiture
le sel
le poivre
le sucre
le lait
le café
la salade
le gâteau

Passe-moi _____ s'il te plaît.

Aimes-tu _____?

Oui, j'aime _____?

Non, je n'aime pas _____.

C'est bon/mauvais!

LA BRETAGNE

(BREIZH)

Parce que le thème de notre "weekend en français" est la province de La Bretagne, voici quelques renseignements pour vous aider à mieux la connaître.

Cette province est l'une des plus distinctes de France. Ses habitants one une origine différente de celle de tous les autres français: les Bretons sont d'orgine celtique. Les Celtes étaient un peuple qui autre-fois habitaient ce qui est aujourd'hui l'Irlande, l'Angleterre et l'Ecosse. Au 3ème siècle l'Angleterre fût conquise par les Anglos et puis les Saxons Les Celtes, chassés de chez eux, ont commencé une émigration vers la Bretagne, qu'ils appelaient "L'Amorique". L'emigration a continué pendant deux siècles, et avec ces Celtes sont arrivés des Celtes irlandais qui étaient des Chrétiens et des missionnaires. Alors, La Bretagne est devenue chrétienne très tôt, et aujourd'hui des parties de la Bretagne sont encore tres croyantes. Les Celtes avaient leur propre langue, le Breton, qui est aujourd'hui toujours parlée par beaucoup de bretons, surtout les vieux, mais les jeunes recommencent à l'étudier de plus en plus, car depuis plusieurs annees il y a une vraie renaissance culturelle en Bretagne.

Géographiquement la Bretagne se divise en deux parties, appelées (en breton) "l'armour" et "l'argoat". "L'Armour" veut dire "le pays de la mer" et comprend toute la côte; "l'argoat" signifie "le pays du bois" et constitue l'intérieur du pays. Ces deux régions ont une mode de vie très différent; l'armor vit de la pêche et, en été, du tourisme; l'argoat est une région agricole, avec beaucoup de petites fermes. Parce que La Bretagne n'est pas très industrialisee, c'est toujours une région très charmante et pittoresque à visiter. Il n'y a pas de pollution de l'air et l'eau y est en général très propre aussi. Mais, pour cette même raison La Bretagne est aussi une région assez pauvre, surtout l'argoat. Les fermes sont petites, et s'il y a trop de pluie, ou pas assez de pluie, la récolte sera mauvaise et ce sera un désastre économique. En argoat on élève surtout des porcs et de la volaille, et on cultive les betteraves, les pommes de terres, et les artichauts. L'armor, la région de la mer,dépend beaucoup de la pêche; il y en a deux sortes; la petite pêche--les sardines, les langoustes, les crabes, les moules, etc. et la grande pêche--surtout pour la morue. Pour la grande pêche les pêcheurs bretons sont obligés de partir loin, et c'est un travail très dangereux. Récemment,la petite pêche a connu un desastre lorsque le grand petrolier l'Armaco-Cadiz a coulé près de Brest; le pétrole a detruit la petite pêche sur presque toute la cote nord de la Bretagne. C'était un désastre économique et écologique.

Parce que la Bretagne a beaucoup de belles plages et de petits ports de plaisance, en été les touristes y viennent faire de la voile ou bien nager et se bronzer. Mais peu de touristes connaissent l'intérieur de la Bretagne.

Culturellement, la Bretagne se divise en la Haute Bretagne et la Basse Bretagne. La Haute Bretagne est la partie est du pays, et elle est beaucoup plus "française" en caractère. Les deux plus grandes villes de Bretagne s'y trouvent: Nantes, un grand port au sud et la plus grande ville (plus de 250,000 habitants) et Rennes, au centre, la capitale de la Bretagne (plus de 200,000 habitants). Mais il y a peu de différence entre la Haute Bretagne et la Normandie, la province juste à côté d'elle. La Basse Bretagne est la région de l'ouest. Elle commence vers la ville de St. Brieuc et s'étend jusqu'à la mer. C'est la Basse Bretagne, et surtout la région entre Morlaix et Brest, appelée la Finistère qui possède aujourd'hui l'aspect culturel le plus "breton et celtique".

En Finistere il y a trois choses intéressantes (à part les châteaux en ruine!):

1. Les calvaires: ce sont de grandes croix en pierre, avec plusieurs centaines de figures sculptées là-dessus. Les images représentent des scènes et des personnages de la Bible. Les calvaires datent du 16ème et 17ème siècles, et les prêtres les utilisaient pour enseigner la Bible aux gens, qui étaient presque tous illetrés.

2. Les pardons: ce sont des grandes fêtes réligieuses, en l'honneur généralement d'une sainte ou d'un saint. Mais il y a aussi des Pardons spéciaux pour les pauvres, les pêcheurs, les malades, etc. Les Grands Pardons attirent des milliers de gens, car la procession réligieuse est généralement suivie d'une grande fête populaire.

3. Les fest-noz: ce sont des fêtes folkloriques, généralement la nuit. On y danse beaucoup de danses folkloriques, comme celles que vous allez apprendre ici. La musique bretonne a des ressemblances avec la musique irlandaise (et pourquoi pas c'est celtique). Les instruments les plus connus sont la bombarde et le biniou, mais il y a aussi des guitares et des harpes.

J'espère que ce weekend vous apprendra d'autres choses sur la Bretagne, et qu'un jour vous pourrez y aller vous-même.

QUESTIONS SUR LA BRETAGNE

Vrai ou Faux

1. On parle breton en Bretagne.
2. La Bretagne est une région très industrielle.
3. La Bretagne est une province très chrétienne (croyante).
4. L'argoat est une région agricole avec beaucoup de petites fermes.
5. Il y avait récemment un désastre économique et écologique à Brest.
6. Il n'y a pas de belles plages en Bretagne.
7. La Haute Bretagne est plus "française" en caractère que la Basse Bretagne.
8. St. Malo est un port sur la côte nord.
9. Les Pardons sont des danses folkloriques en Bretagne.
10. La bombarde, le biniou et le harpe sont trois instruments importants dans la musique bretonne.
11. Une coiffe, c'est une statue.
12. La drapeau breton est blanc et noir avec des étoiles.
13. Quimper, c'est une ville connu pour sa potterie bretonne faite à la main.
14. La Bretagne est connu pour la quiche lorraine.
15. En Bretagne on cultive des betteraves, des pommes de terres et des artichauts.

RESPONSES

1. V	6. F	11. F
2. F	7. F	12. F
3. V	8. V	13. V
4. V	9. F	14. F
5. V	10. V	15. V

QUESTIONS SUR LA BRETAGNE

1. Quelle ville est la capitale de la Bretagne?
2. De quelle origine sont des Bretons?
3. Que veut dire "l'armour"?
4. Que veut dire "l'argoat"?
5. Quelle est l'industrie principale de la Bretagne?
6. Quelle ville est un grand port dans le sud de la Bretagne?
7. La Haute Bretagne, à quelle province ressemble-t-elle?
8. Comment s'appellent des statues en pierre qui se trouvent en Finistère?
9. Comment s'appellent les fêtes folkloriques en Bretagne qui ont lieu la nuit?
10. Où y a-t-il des dolmens et des menhirs?

DES RÉSPONSES

1. Rennes
2. Celtique
3. Pays de la mer
4. Pays du bois
5. La pêche
6. Nantes
7. La Normandie
8. Les calvaires
9. Les fest-noz
10. Carnac

SLIDE PRESENTATION

Slide Presentation

The students gather in a room for a slide presentation on the area to be studied. The presentation should be factual as well as fun. The more trivia that can be put into the talk the better (this is the favorite vacation spot of Brigitte Bardot, etc.).

Tell students that there will be a contest and prizes for the cabin with the best score over the slide presentation. An explanation of the motivational contest follows in the carnival section.

The presentation can be given by one of the university people who has access to the material. Ask around and invariably someone will have the slides and be delighted to share them.

BOUTIQUE

After the slide presentation, students are given some free time. Because the boutique is generally set up in such a small area, only one fourth of the students are allowed in the store at a time. The groups enter the store by a cabin. The first group of students are given 1/2 hour shopping time, and the rest of the students are given free time. They are ready for a short break, and they'll handle the rest of the activities after a brief rest. Another fourth of the students are given the second half hour for shopping. The same procedure will be followed later in the day allowing the remaining students time to shop.

Shopping in a foreign country is an experience that the student enjoys. All items are priced in the foreign currency, and it is the students' first experience at spending foreign money. Naturally, they fear the unknown, and the challenge of succeeding in a business transaction is second only to the guarded souvenirs they have purchased to show the kids back home.

There are no rules for ordering materials for the store. All purchases are final, so be sure to order only what you will sell. T shirts are a big seller, and candy is always a favorite. Some of the places you might want to contact for catalogues and ideas are listed below:

1. D and E associates, P. O. Box 2331, Bismark, North Dakota. (candy and German comic books)
2. Foreign Candy Company, R.R. 1, Box 37A, Hull, Iowa, 51239. (We ordered $6.00 per student enrolled, and had no trouble at all in selling all the candy).

3. Gessler Publishing Company, 220 East 23rd, New York City, New York, 10010.

4. The Kiosk, 19223 De Havilland Drive, Saratoga, California, 95070 (buttons, stickers, realia).

5. Lingo Fun, 3459 Paris Boulevard, Westerville, Ohio, 43081 (neat iron-on transfers).

6. Rice Street Station, P. O. Box 17-067, St. Paul, Minnesota, 55117 (calendars, stationery, t-shirts, buttons, etc.).

7. School Days Variety Company, 1914 Washington Avenue North, Minneapolis, Minnesota, 55411 (darling miniature stick-ons).

8. World Press, 11 Woodland Drive, Old Bethpage, New York, 11304 (anything and everything).

9. B. Battaglia, 1619 East Lake Street, Minneapolis, Minnesota, 55407 (the biggest variety of buttons that we found. Buttons were our biggest selling item).

10. Dave's Sport Shop, Eldora, Iowa (speak to Dave Brown about the purchase of imperfects).

Since the students are excited about shopping and are limited in the amount of time they can spend in the store, it is imperative that the store be well staffed with college counselors and/or classroom teachers. This is a project that requires the cooperation of everyone to succeed. One person should be designated to be in charge of the boutique for the entire weekend to supervise the work of the others.

The bank should be relocated near the boutique during shopping hours for the convenience of the shoppers.

MINI-SESSIONS

The choice of mini-sessions will depend on the language that you are teaching at the camp. The choice of topics is endless. The students choose any 4 of the options below:

1. Slang and Gestures

Every culture has body language that is unique to itself. Regardless of their fluency with the language, Americans can frequently be identified as foreigners before they open their mouths. Students need to be aware of gestures that "speak" the language. They also need to know some current slang which can't be found in their textbooks. This should be taught by a teacher who has recently traveled and/or studied in the country.

2. Songs

This is a popular session with the young people. If you have access to a guitar player, the session is much more effective. The choice of songs is a matter of personal taste. Although song sheets can be used for this session, it is almost as easy to type up songs and run them off on the offset press and incorporate them into a book. This book can be available for purchase in the boutique.

3. Fencing

Fencing is intrinsic to the European way of life. Iowa is fortunate enough to have a fine group of fencers at Iowa State known as the Cyclone Sabers (for more details, see fencing).

4. Native Games and Sports

For our French camp, pétanque (sometimes known as "boules") was taught. Each culture has games or sports that are applicable to this lesson.

5. Cooking

One native dish is demonstrated to the students in the kitchen. It is also possible, depending on the size of the group, for the students themselves to prepare one native dish that will be eaten at the Saturday evening meal. Recipe sheets with simple directions should be prepared in advance to be handed out at this session. We put one recipe on the back of our menu for the benefit of those who did not attend this session.

6. Nature Hike

Many students enjoy a simple walk through the woods near the campsite with a teacher who points out names of birds and trees. This is a good activity to allow a native speaker to participate in or lead.

7. Arts and Crafts

Again this session will be based on the culture you are teaching. It can be personalized to fit the needs of the learner. If the afternoon carnival will be a Mardi Gras, this is the time for students to make their masks. If the language of the camp is Spanish, perhaps the students would like to make a pinata.

8. Carnival

This is one of the favorite activities for all participants. All the teachers, counselors, native speakers help with it and there are activities for all the young people to enjoy. It can be retitled on your program to suit the cultural region you're focusing on, such as Ker Messe for Brittany or Mardi Gras for Provence.

FENCING TERMS

1. "Allez!" - "play fence!"
2. Arrêt - stop
3. Attaque simple - simple attack
4. Bas D'escrime - fencing stockings
5. Bavette - bib
6. Bond - jump
7. Bond en arrière - backward jump
8. Bond en avant - forward jump
9. Chaussures d'escrime - fencing shoes
10. Costume d'escrime - fencing dress
11. Coup d'arrêt - stop thrust; stop hit
12. Culotte d'escrime - fencing pants
13. Défensive - defensive
14. "En Garde!" - "on guard!"
15. Epreuve de fleuret - foil competition
16. Équipe - team
17. Escrime - fencing
18. Escrime au fleurett - foil fencing
19. "Êtes-vous prêts?" - "are you ready?"
20. Fleuret - foil
21. Garde - guard position
22. Glissement - slide
23. "Halte!" - "Halt!"
24. Marche - forward step

25. Masque d'escrime - fencing mask
26. Mise en garde - putting on guard
27. Offensive - offensive
28. Ouverture - opening
29. Parade - parry
30. "Paré!" - "Parried!"
31. "Pas de touch!" - "No hit!"
32. Position d'escrime - fencing position
33. Retraite - step back
34. Riposte - riposte
35. riposte simple - simple riposte
36. Salut - salute
37. Surface non valable - invalid target
38. Surface valable - valid target area
39. Temps - fencing time
40. Tirer - fence
41. Touché - hit; touch
42. Touché Donné - hit awarded
43. Toucher - to strike
44. Touché reçue - hit received
45. Touché valable - valid hit

CARNIVAL

1. Trivia Contest on Slide Presentation

At the Friday night teachers' meeting, teachers will be given a list of questions and answers over a slide presentation to be given on Saturday. During the carnival Saturday afternoon, students by cabin will be given a list of questions over the slides. If they don't know the answer among themselves they may ask any teacher a maximum of 2 questions. The first cabin to correctly answer all questions on their sheet wins a prize.

2. Pin a moustache on Fernandel
(or Jose or Heinrich)

Students are blindfolded and try to stick a paper moustache on a picture of a character.

3. Jail

Any student caught speaking English will be put in "jail". He stays until he sings a song in the target language. Native speakers make great police. This is a favorite among the kids.

4. Vocabulary Game

Students are given a sheet on which are 100 common words. If they can fill out the sheet completely within a given time, they win a prize. They can ask for help, in the target language, of course. A student will receive one piece of candy (or any appropriate prize) for every ten correct answers.

5. Marshmallow Game

A large map of the country is placed on the floor with the region being emphasized is outlined and colored. The students get 3 marshmallows and throw them to land in the highlighted area. Two out of three wins a prize (candy).

6. Whistle

Whistle any song learned at the camp with crackers in your mouth.

7. Metric Game

Guess height and weight in metrics (an elementary math teacher is a good source for metric measuring equipment.).

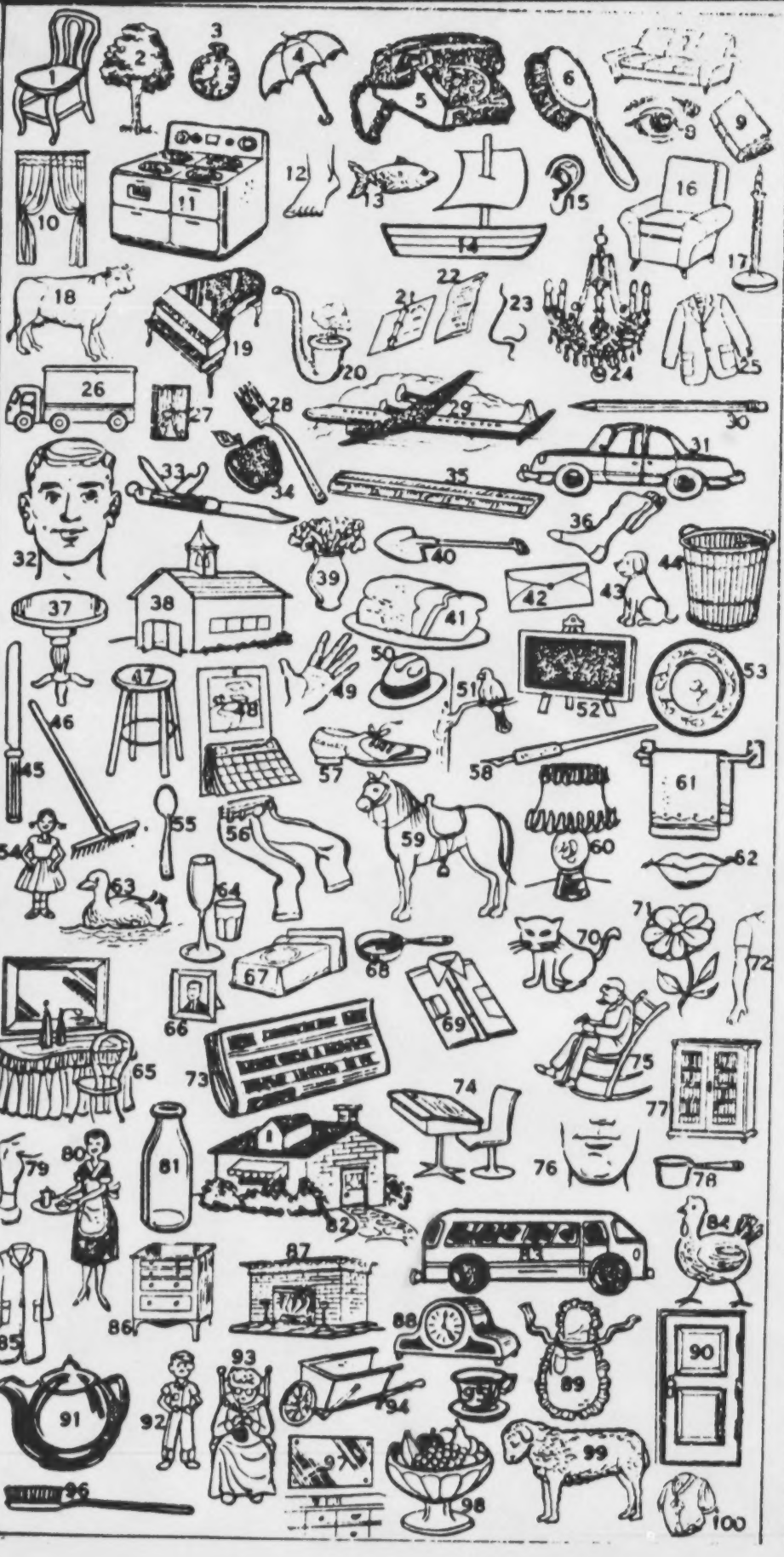
8. Other Suggestions

The staff should incorporate as much culture and French language into their booths as possible. Don't hesitate to suggest an idea that you may be able to work into the theme.

A. Ring toss around bottles of cider (empty bottles marked cider).
B. Peanut toss on the map of Bretagne (closest to Rennes wins).
C. Bobbing for apples.
D. Draw "triskel" (Breton symbol) blindfolded.
E. Race with apple on a spoon in mouth.
F. Three-legged race.
G. Ball toss at pyramid of cans.
H. Boules - closest to cochonnet wins.
I. Guessing how many peanuts it would take to make a "triskel" design.
J. Fishpond

NAME: _____

GRADE: _____



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49	99
50	100

The Arts Council offers grants for the performing arts. The best way to begin is to contact the Iowa Arts Council, explain your project and find out what artists the council has available at the present time. We have been fortunate enough to get a performing artist who speaks the target language (Ron Popenhagen studied mime and juggling in Paris and his performance was rated by students as tops. He even received a standing ovation from the kids.).

When writing to the Arts Council, you may wish to request a list of groups available through the solo artists program (one performance - one time). After deciding on a suitable artist, the sponsoring organization (a school, local sorority, chamber group who has agreed to match the grant) contacts the performing artist to agree on a time and date for the performance. If the artist is available and agrees to the performance, the "sponsoring groups application" must be completed and returned to the Arts Council Office, after which you will receive a contract. The sponsoring organization makes payment directly to the artist in the amount of $75.00 immediately following the program. The Arts Council matches the payment to the performer. The sponsoring organization completes a program and returns it to the Arts Council Office along with any publicity that has been circulated concerning the program.

For more information contact: Cyndy Lyon, Program Assistant, Iowa Arts Council, State Capitol Building, Des Moines, Iowa, 50319.

ENTERTAINMENT

As a culmination of all the activities, we provide special entertainment on Saturday night.

1. Skits

Upon arrival Friday night, students are told that they will be responsible for a skit presented by cabins. The ingenuity of students in coming up with skits in the target language is really remarkable. They have enough background from textbook dialogues to produce humorous skits. This is another place that university students acting as cabin counselors are a big asset. The students are told that there is a prize for the best skit, so they seem to work extra hard on them and develop a real sense of pride in their cabin at the same time.

A note on prizes: Plan to give prizes to each cabin. There might be one for the most humorous, the best acting, the best cultural presentations, etc. The prizes can be funny as well as serious. Posters, candy, and small items left in the boutique make good prizes.

The kids enjoy a presentation of some sort that has been presented by the teachers too. This adds a great deal to the unity of the camp family. Our group did a parody on "Aux Champs - Elysées" with words to fit "Auberge de Jeunesse."

2. Cultural Entertainment

A good source for professional entertainment that reflects the foreign culture is the Iowa Arts Council.

3. Fencing

If fencing is a part of the foreign culture that you're teaching, there is a marvelous group of young people at Iowa State University known as the Cyclone Sabers. We engaged the Cyclone Sabers for a demonstration, and one of the professors at the university offered to explain the techniques in the target language. The campers were then given an opportunity to try their hand at this ancient art. This was one of the favorite mini-sessions of the students.

For further information about the availability of this fencing group, contact: Cyclone Sabers, % Dale Anderson, Department of Physical Education, 202 State Gym, Iowa State University, Ames, Iowa, 50010.

4. Dancing

Another possibility for Saturday night entertainment would be a dance using the music from the country you are focusing on. A good way of choosing partners is to have everyone draw words in the target language out of a hat. The student must then find the student whose word compliments his own. For example, salt would find pepper, Marie Antoinette would find Louis XVI, bread would find butter, etc.

5. Sing-Along

If you have a guitar player, sing-alongs are always a favorite among the young. It will be fun for them to sing the new songs they have learned during the weekend. For further information about songbooks, see the section entitled printing.

RON POPENHAGEN
Box 46
Wadena, Iowa 52169
(319) 774-2635

TOURING PERFORMER
ARTIST IN THE SCHOOLS
SOLO ARTIST

Iowa Arts Council Programs

Official publicity for touring performance

SOLO COMEDY PERFORMANCE BY RON POPENHAGEN

A playful theatre experience where actor and audience join in celebration of humor is presented by Iowa-born actor Ron Popenhagen. Returning from two years study at the Jacques Lecoq School of Mime, Paris, France, the actor takes a spirited look at humanity in an original one-man show, in the tradition of the clown, the buffoon, and the commedia dell'arte.

Ron Popenhage is a professional actor and mime currently focusing his work upon the construction and performance of masks. The majority of his presentation incorporates these masks - some silent and some using voices. his mime and pantomime is large and dynamic utilizing sounds, words, and acrobatics.

As an instructor, Ron has worked with all ages - from the elementary grades through college and professionals. Subject taught include the introduction of mime and pantomime, improvisational acting, theatre styles, movement, basic acrobatics, and juggling.

BACKGROUND SUMMARY

1979	two years study Ecole Jacques Lecoq School of Mime, Movement & Theatre Paris, France
1978	Participation in First Festival of American Mime, Milwaukee, Wisconsin Touring Arts Team in small Iowa communities Iowa Arts Council summers 1977 & 1978
1977	Costume librarian - Luther College Theatre Dept.
1976	Directed opera Sister Angelica - Luther College
1975	Acted in Theatrical Ensemble USA in an ensemble creation of Mime, Mask, & Music, Edinburgh, Scotland
'71-'75	Acted in college productions and summer stock at Luther College & Ye Old Cowbard and Theatre Studied voice and sang with Nordic Choic touring US and Romania
1971	Graduated from Valley High School, Elgin, Iowa

VESPERS

Because Sunday morning is rushed and full, we found a Saturday evening interdenominational service to be meaningful. This can be held in the chapel of the camp or around a fire, depending on weather conditions. The service can be designed any way the staff would like.

Our service began with a song in the round designed to give the effect of bells ringing. Following the song, students received narrow strips of paper and a pencil. The narrow strips of paper said "Thank you, God, for _____". They were given some time to fill in their papers. After a few moments of silence, they were invited (but not required) to offer some suggestions at random for which they were thankful. This exercise was very effective.

The thanksgiving service was followed by the 23rd psalm and a solo in the target language. The Lord's Prayer was next, said in unison. The service ended with the song "Pass it On" which was translated into the target language especially for the occasion.

A special note should be made of the fact that some students will still wish to attend the church service of their choice on Sunday morning, and arrangements and transportation should be made available for them.

LES CLOCHES (CHANSON)

Orléans, Beaugency,

Notre Dame de Clery.

Vendôme, Vendôme

MERCI A DIEU (DE...)

PSAUME 23

L'éternal est mon bérger ...

(R) Je ne manquerai de rien

Il me fait reposer dans de verts patûrages, Il me dirige près

Des eaux paisibles...

(R) Il restaure mon âme.

Il me conduit dans les sentiers de la Justice...

(R) A cause de son nom.

Quand je marche dans la vallée de l'ombre de la mort, je ne crains aucun mal...

(R) Car tu es avec moi; Ta houlette et ton bâton me rassurent. Tu dresses devant moi une table...

(R) En face de mes adversaires.

Tu oins d'huile ma tête...

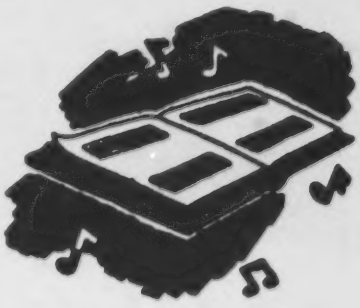
(R) Et ma coupe déborde.

Oui, le bonheur et la grace m'accompagneront...

(R) Tous les jours de ma vie.

Et j'habiterai dans la maison de l'éternal...

(R) Jusqu'à la fin des mes jours.



MUSIQUE SPÉCIALE

PRIERE DU SEIGNEUR

Notre père, qui es aux cieux, que ton nom soit sanctifié,
Que ton règne vienne, que ta volonté soit faite sur la terre
Comme au ciel. Donne-nous aujourd'hui notre pain de ce jour
et pardonne-nous nos offenses, comme nous pardonnons aussi
à ceux qui nous ont offensés et ne nous soumets pas à la
tentation, mais délivère-nous du mal. Car c'est à toi
qu'appartiennent le règne, la puissance et la gloire pour
les siècles des siècles. Amen.

JE VEUX LE PARTAGER

Pour allumer un feu, il suffit d'une étincelle
Et peu de temps après, tout le monde se réchauffe.
L'amour de dieu est comme ça,
Une fois que tu l' connais.
L'amour s'étend à tout venant tu veux le partager.

REFRAIN

Je l'acclame à tout le monde;
Il faut le dire partout;
Le dieu d'amour veut nous sauver
Je veux le partager.

NATIVE SPEAKERS

Native speakers are the key to the authentic atmosphere of the weekend. There are several methods of contacting native speakers who are currently in the United States. Because we wanted people who were young and could relate well with our students, we contacted some exchange programs.

The program that we found most helpful was an exchange farmer program located in Des Moines. Young farmers are in the United States from March to March. The program places farmers from several lands, so it is a good source of locating native speakers regardless of the language. You can write to:

Mr. Jim Lengerich
International Farming Association for Education
Farm Bureau Building
5400 University Avenue
West Des Moines, Iowa 50265

Another good source of information about native speakers is the American Field Service Program which places foreign high school students in American homes for the school year. The central office is located in New York. For information about students placed in Iowa, contact:

Ms. Christine Souders
Director of Student Affairs
American Field Service
313 East 43rd Street
New York, New York 10017

USEFUL ADDRESSES

CHEESE

Because cheese is an integral part of the French culture, we were delighted to find a source of French cheese in Iowa. We contacted our local milkman, and he in turn contacted the La Porte City Dairy to make the order. This worked very well for all of us. The milkman took charge of the ordering and actual delivery of the cheese, and we were relieved of one less responsibility. After the first camp, the milkman reported that his sale of cheeses grew. His kind assistance had benefitted his business in the long run. If you do not have a local source to contact for cheese, you may write: La Porte City Dairy, 411 Commercial, La Porte City, Iowa, 50651.

PRINTING

Because our schools were not equipped to handle the printing of passports, songbooks, teacher mailings, etc., we turned to our local Area Education Agency. Our experience was similar to finding a gold mine in our own backyard. Our project was received with enthusiasm, and every effort was made to meet our needs on a reasonable budget. If your school is located in Iowa, your Area Education Agency is the logical source for assistance. You might begin by contacting the head of the media department, or the director of educational services.

COMPUTER PRINTOUTS

We were perplexed in the beginning about how we would find the addresses of French teachers in Iowa to tell them about our neat camp. Fortunately, a service exists through the Department of Public Instruction to fill such a need. Computer labels can be purchased by contacting:

Mrs. Evelyn Nielson
Computer Services
Grimes State Office Building
Department of Public Instruction
Des Moines, Iowa 50319

FACILITIES

The cabins should also be provided with foreign language activities to do during free time. Old magazines are a good source of entertainment, and so are vocabulary games and monopoly in the target language. The idea is to motivate the student to concentrate on the language for the entire weekend.

Friday night is the best time for students to begin planning their skits. They will have very little free time on Saturday. The counselors will simply act as guides. The students themselves are really ingeneous at composing skits that are a "translation" of pep rally skits or a combination of the dialogues learned from several textbooks.

Signs, marking rooms, buildings, areas

Everything that can be labeled should be labeled in the foreign language - for example, the parking area, customs, the bank, the restrooms (men and women), the dining room, the boutique, NO SMOKING, etc. The buildings should be named and labeled with signs in the language. We had our signs made and laminated for minimal cost at our Area Education Agency. We used brightly colored construction paper on which cut out letters were fastened. They were then laminated and put up around the camp.

Each cabin is given the name of a city in the region being studied. These signs were larger, but made with the same process.

Using scrap lumber, we made some road signs using international driving symbols to put up along the road to the camp. These also add to the foreign atmosphere.

Auberge de Jeunesse

1. Concierge
2. Chalet
3. Château
4. Bureau
5. Nîmes
6. Arles
7. Avignon
8. Cannes
9. Nice
10. Toulon
11. St. Tropez
12. Marseille
13. Orange
14. Pont du Gard
15. Les Baux
16. Grasse
17. Aix-en-Provence
18. St. Raphael

REGULATIONS GOVERNING BLAKES GROVE CAMPGROUNDS

GENERAL RULES

Please confine all activities to actual campground property.
Going beyond fences can be dangerous.
Seek to preserve all wildlife, both animal and plant.
Place all waste in receptacles provided.

PARKING

All cars are to remain in areas designated by caretaker/manager.
Do not block kitchen service or the caretaker's entrance.
Camp headquarters is nearest to main parking lot.

EQUIPMENT AND FACILITIES

Toilets are located in the shower building, in cabin areas and some program buildings.
Counselors with cabin groups should be responsible for sweeping out cabins, arranging equipment and removing all personal property before leaving camp.
Writing on walls or carving on woodwork or furniture is prohibited and all damage will be charged to users.

OUT OF BOUNDS FOR CAMPERS

The caretaker's house and living area.
The kitchen wing of the dining hall (entrance by permission only).
Exception: The cook out kitchen is available at times designated by the program schedule.

EMERGENCIES

To be reported to person designated by the leadership team as Liaison.
Faulty plumbing, lighting, etc.
Breakage or damage to property.
Health items: First Aid Station will be at the dining hall or shelter house.

DINING HALL

Do Not enter dining hall through the kitchen.
Gathering for meals and entering the dining area is under the direction of the staff for your camp week. Your staff is in charge.

MAIL

Place outgoing mail in receptacle provided for this at the dining hall. Stamps may be purchased from person in charge. You may also purchase picture post cards. Mail will be distributed each day at meal time.
The address of the camp is:

BLAKES GROVE RETREAT CENTER
R.R. #3
Ackley, Iowa 50601
(515) 847-2284

EXCEPTIONS to these rules are governed by the resident caretaker/manager. These regulations are meant to preserve the beauty of our camp sites and to provide for your personal safety.

PLEASE OBSERVE THEM IN YOUR OWN INTEREST

EVALUATION

CHECK ONE: I am a: student _____, teacher _____, humanist _____, adult participant _____, native speaker _____, cabin counselor _____, other _____

	AGREE	MAYBE	DISAGREE
1. Most of the kids tried to speak French when they could.	_____	_____	_____
2. Most of the kids were glad to try French food.	_____	_____	_____
3. Most of the kids were glad to meet real French people	_____	_____	_____
4. Most of the kids enjoyed speaking French with kids from other schools.	_____	_____	_____
5. Most of the kids had fun at Auberge.	_____	_____	_____
6. I'm more confident with my French than I was before I came here.	_____	_____	_____
7. I am better prepared to go to France than I was before the weekend.	_____	_____	_____
8. Speaking French got easier by Saturday night.	_____	_____	_____
9. I enjoyed speaking French.	_____	_____	_____
10. Most of the kids had fun at the Mardi Gras.	_____	_____	_____
11. The cabins were adequate for the weekend.	_____	_____	_____
12. Most of the kids were well-behaved.	_____	_____	_____
13. I'm glad I had a chance to spend one weekend away from the English language	_____	_____	_____
14. I liked most of the food.	_____	_____	_____
15. The more I heard the native speakers, the easier they were to understand.	_____	_____	_____
16. Our cabin counselor encouraged us to speak French	_____	_____	_____
17. We had fun preparing and watching the skits.	_____	_____	_____
18. I felt good about my French at the Mardi Gras.	_____	_____	_____

	AGREE	MAYBE	DISAGREE
19. I learned what to expect when I go through customs when I go to France.	_____	_____	_____
20. I had a chance to learn many new words this weekend.	_____	_____	_____
21. It was fun to speak French without worrying about my grade.	_____	_____	_____
22. Our cabin counselor was a lot of help.	_____	_____	_____
23. Most of the kids feel they got plenty to eat.	_____	_____	_____
24. The native speakers had a good time.	_____	_____	_____
25. I had enough free time.	_____	_____	_____
26. Auberge is a friendly place.	_____	_____	_____
27. I'm glad Ron Popenhagen was at Auberge.	_____	_____	_____
28. I have learned to say things that are not in my textbook.	_____	_____	_____
29. I would like to go to France someday.	_____	_____	_____
30. Sometimes I had to speak French to get what I wanted.	_____	_____	_____
31. I had a chance to speak to a real French person.	_____	_____	_____
32. I enjoyed handling authentic French money.	_____	_____	_____
33. Attending the Mardi Gras seemed like being in France.	_____	_____	_____
34. The directors of Auberge like running this camp.	_____	_____	_____
35. I'm glad the Cyclone Sabers came to Auberge.	_____	_____	_____
36. I'm suprised that I could communicate without English.	_____	_____	_____
37. The teachers had a good time.	_____	_____	_____
38. I managed to get my ideas across French	_____	_____	_____

	AGREE	MAYBE	DISAGREE
39. Activities were well planned.	_____	_____	_____
40. Attending a vesper service in French was neat.	_____	_____	_____
41. Our counselor encouraged us to speak French in our cabin.	_____	_____	_____
42. The teachers and counselors are glad to be here.	_____	_____	_____
43. I ate some foods that I like and could order in France.	_____	_____	_____
44. The staff and teachers made me feel welcome here.	_____	_____	_____
45. I enjoyed learning the current slang and gestures.	_____	_____	_____
46. It was nice to learn about the homes of the French people here.	_____	_____	_____
47. I made many new friends.	_____	_____	_____
48. Most of the kids enjoyed talking to the French guys.	_____	_____	_____
49. Auberge was fun even for the kids who have trouble speaking French.	_____	_____	_____
50. I had a chance to speak French with lots of different people.	_____	_____	_____
51. I spoke French sometimes because I had to.	_____	_____	_____
52. I would like to come to a camp like this again.	_____	_____	_____

COUNSELORS

The primary concern of the counselors is to develop a strong "esprit de corps". They will help the kids prepare their skits, direct extra activities (see appendix for cabin games), and generally develop cabin pride.

One person can be chosen from each institution to help find these students. All the university personnel from the foreign language departments at the state colleges have been extremely cooperative in helping in any way possible.

1. Primary responsibility is "esprit de corps" in the cabins. Each cabin has been named after a famous city in Provence. For example, you might be in charge of "Marseilles". You would get to know each student in your charge and make him/her feel like Marseilles is the best "city".
2. Upon arrival Friday night, students are told that their cabin will be responsible for presenting a skit in French on Saturday night. You will be there to guide and assist them. You might even have a couple of ideas to offer, but don't be suprised if they come up with their own. After they get started planning, it is amazing what they actually come up with. We have seen dozens of pep rally skits presented in French as well as combinations of dialogues from several texts. Keep the skits light and humorous and remember that the key to a good weekend is to have fun while using French. Your role as advisor is mainly to help with the French.

3. Magazines and games have been placed in each cabin. Encourage the kids to spend their free time on something French.
4. Counselors should try to sit with a different group of students at each meal so students have the opportunity to converse in French with many different people. At the end of the meal, encourage students to push their chairs under the table.
5. By Saturday night the kids are well acquainted and somewhat at ease with the language. After the festivities on Saturday night, they might want to party with their new friends. Since it will be 11:00 p.m. or after when the scheduled activities finish, this "partying" should be kept quiet and relatively short.
6. Try to keep the conversations in French. We want your stay at Auberge De Jeunesse to be a meaningful experience that's lots of fun.
7. Sunday morning you will oversee the cabin clean-up. See to it that the kids in your cabin have left everything in the same order as they found it. See to it that the students take down the cabin sign and return it to the "chalet." The games should be returned to the same place, but feel free to keep the magazines or distribute them among students who might want them. When all the trash is picked up in and around the cabin, see to it that a student takes it to the kitchen door of the "château."

8. Before any students have left the camp, double check your cabin for articles that may have been forgotten. Be sure the furnace is off and the windows are closed before leaving the cabin.

COUNSELORS

College students who speak the target language make good cabin counselors. Although there are several classroom teachers in attendance at the camp, they get more good from the experience by exchanging ideas with others teachers in the staff room and participating in preparing carnival activities than they do in supervising students. It is important that classroom teachers feel a part of the activities and enjoy their weekend to the fullest. These are the same people who will be returning with another group of students next year if they have had a positive experience this year.

Auberge de Jeunesse

Ackley, Iowa 50601

TO: AUBERGE DE JEUNESSE PARTICIPANTS AND TEACHERS

FROM: THE DIRECTORS

A FINAL MEMO TO CLEAR UP LAST MINUTE DETAILS FOR YOUR FRENCH WEEKEND.

1. Students must NOT bring suitcases. An overnight bag should be sufficient. The first rule a seasoned traveler learns is to pack only the necessities. You will need a sleeping bag, pillow, towels, and a wash cloth. You should plan to dress casually and bring warm clothing.
2. There will be a French store set up during the weekend. Any money spent there will have to be in francs and centimes, therefore a "bank" at which students' dollars will be exchanged will be located near the customs gate.
3. Should an emergency arise during the weekend, the telephone number at Auberge De Jeunesse is (515) 847-2284.
4. You will find a map to Auberge De Jeunesse enclosed.
5. Be sure to have your passport with you when you arrive. We're looking forward to your participation in the weekend.

Directors: Marci Maiwald, Barbara Bone, Sandy Nyhus, Roxanne Hansler

Auberge de Jeunesse

Ackley, Iowa 50601

Ackley-Geneva School District
4th and Hardin, Ackley, Iowa

TO: Iowa Teachers of French

RE: Auberge De Jeunesse II -- September 5 - 7, 1980

FROM: Marci Maiwald and Sandy Nyhus, Project Directors

France will be returning to Iowa in September. Auberge II is scheduled for September 5-7, 1980. Be sure to post this date on your calendar. Auberge II will be held at Blakes Grove Campgrounds, north of Ackley, Iowa. Because of the overwhelming response to Auberge I, students will be able to attend for a second year and the theme of the 1980 weekend will be the province of PROVENCE ..... a cultural/historical region in the south of France.

Auberge de Jeunesse is the French way of saying "youth camp". From the moment their passports are stamped at La Douane, students will find themselves immersed in French culture. They will exchange their money for francs and centimes, and move into a French city. They'll find themselves learning the French language almost by accident as they get to know their counselors (college students) and participate in the many activities where French is their constant companion.

The cost of the simulated trip to France is $35.00 per student/adult for room, board, etc. The cost to teachers assisting in the weekend activities is $20.00. The cabins will have a French speaking college student as a counselor.

This year the camp will be open to high school and college students plus adults who wish to renew their interest in the humanities through the study of language. If you know of French speaking adults in your community who'd like a refresher course, please let them know they're welcome. Add their name below. Enrollment is limited to 150 students and adults.

We are preparing a mailing list of interested teachers with summer addresses. If you would like to receive the registration packet of materials, please send your name and address to:

Marci Maiwald
1113 Mitchell
Ackley, IA 50601
(515) 847-2196

or

Sandy Nyhus
315 N. 6th
Clear Lake, IA 50428
(515) 357-6413

+ + + +

Auberge de Jeunesse

Ackley, Iowa 50601

Dear Teacher:

We're getting excited about meeting your students this week. We are expecting members of the Cyclone Sabers from Iowa State University to be giving fencing lessons on Saturday afternoon. We will also be learning some juggling, and that's only the beginning of the fun and suprises we have planned for the weekend.

We would like to suggest that you request your students to compile a scrapbook for their weekend experiences. You might suggest that they save everything from passports to candy wrappers. In their scrapbook they could include: (1)new things they learned; (2)reactions to some of the things they experienced and; (3)photos taken during the weekend. Keeping a diary throughout the three days would help them capture some of their initial reactions on paper. They should be encouraged to include as much French as they can. The scrapbooks could be made very simply on typing paper or construction paper, and they could be secured with a ribbon or brads.

These scrapbooks could help the students to get what we've tried to teach them throughout the weekend into perspective. They would also serve to show the parents that this was not only a fun weekend, but truly an educational experience. Of course it wouldn't hurt your French Program a bit if the principal were impressed with what the kids learned either. We think the benefits of compiling a scrapbook are worth the effort it takes to prepare one.

You should have already received a map directing you to the camp. We hope to have signs posted on the gravel road to assist you. If you turn north on the road that is west of the Holiday gas station, you shouldn't have any problem.

Upon arrival at Auberge De Jeunesse, you should come straight to the "château." Customs will be located inside of the chateau any time after 7:00. We would like you to time your arrival around then so we can begin the evening activities. Snacks (cheese, fruit, cider and crackers) will be available for your students.

We would be happy for all teachers to join us at the "Chalet" for our staff meeting. Coffee, ashtrays, and snacks will be available for all teachers at all times in the kitchen of the chalet. Please feel free to make yourself at home.

Because this is our first attempt at such a weekend, we may have overlooked something you feel is important. If you have any questions, you may phone me at my home (515) 847-2196.

Your letters and phone calls have indicated enthusiasm and real support for our project. With this backing, we're bound to have a great weekend.

Auberge de Jeunesse

Ackley, Iowa 50601

DEAR FRIENDS:

Auberge de Jeunesse is the French way of saying "youth camp" but to kids who attend our camp September 5-7 the name will stand for fun and learning.

From the moment their passports are stamped at LaDouane, students will find themselves immersed in the French culture. They will choose a French name for the weekend, exchange their money for francs and centimes, and move into a "French city". They'll find themselves learning the French language almost by accident as they get to know their counselors and participate in the many activities where French will be their constant companion.

The cost of a simulated trip to France is $35 per student. This includes the cost of room, board, and insurance for the weekend. Students will be housed in cozy cabins and will dine on French cuisine. Out of necessity, we must charge teachers $20.00 to cover basic expenses.

We are looking forward to seeing you at Auberge II in September. Because of the success of Auberge I, many of the activities will be duplicated. The Cyclone Sabers will again be giving fencing lessons; students can have another try at juggling, mime and petanque; and Dr. Oates and his singing guitar will be a special feature of the weekend.

Because Auberge II falls at the very beginning of the school year, we are including all necessary information in this mailing. We have enclosed a tentative schedule, a registration form, a map to the camp, packing hints, and the emergency weekend number. However, feel free to phone us if you have any questions.

If your passports don't arrive on time, provisions will be made to fill them out when you arrive. Be <u>sure</u> to have students bring a school picture to attach to their passports.

This year we will accommodate about 110 students and 40 adults. Applicants will be accepted on a first-come first-serve basis. We expect the camp to be filled to capacity, so try to get the application forms in as soon as possible. We will refund 100% of the application fee provided we are given notice before September 1st.

Teachers, we would like to suggest that you request your students to compile a scrapbook of their weekend experiences. You might suggest that they save everything from passports to candy wrappers. In their scrapbook they could include: (1) new things they learned; (2) reactions to some of the things they experienced and; (3) photos taken during the weekend. Keeping a diary throughout the three days would help them capture some of their initial reactions on paper. They should be encouraged to include as much French as they can. The scrapbooks could be made very simply on typing paper or construction paper, and they could be secured with ribbons or brads.

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This year we are again hosting native speakers, and we're actively searching for more. We will also have university students in the cabins to help students adapt to the culture and prepare their skits.

We have had requests from students who attended Auberge I to repeat the experience. Because we have changed the focus from Bittany to Provence this year, we will welcome students who attended last year. Because we will again be filled to capacity, we would ask teachers to allow only students who will be responsible for their own behavior.

The enclosed map should help you find your way to Auberge de Jeunesse. If you turn north on the road that is west of the Holiday Gas Station, you shouldn't have any problem.

We would be happy for all teachers to join us at the "chalet" for our staff meeting Friday night. Coffee, ashtrays, and snacks will be available for all teachers at all times in the kitchen of the chalet. Please feel free to make yourself at home.

We can't thank you enough for the overwhelming enthusiasm and support we have received from you this year. It is truly our priviledge to direct Auberge II. We are looking forward to our second visit to "France" in Iowa with eagerness!

Amitiés

Marci Maiwald

Auberge de Jeunesse

Ackley, Iowa 50601

TO: AUBERGE DE JEUNESSE PARTICIPANTS AND TEACHERS

FROM: THE DIRECTORS

A FINAL MEMO TO CLEAR UP LAST MINUTE DETAILS FOR YOUR FRENCH WEEKEND.

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3. Should an emergency arise during the weekend, the telephone number at Auberge de Jeunesse is (515) 847-2284.

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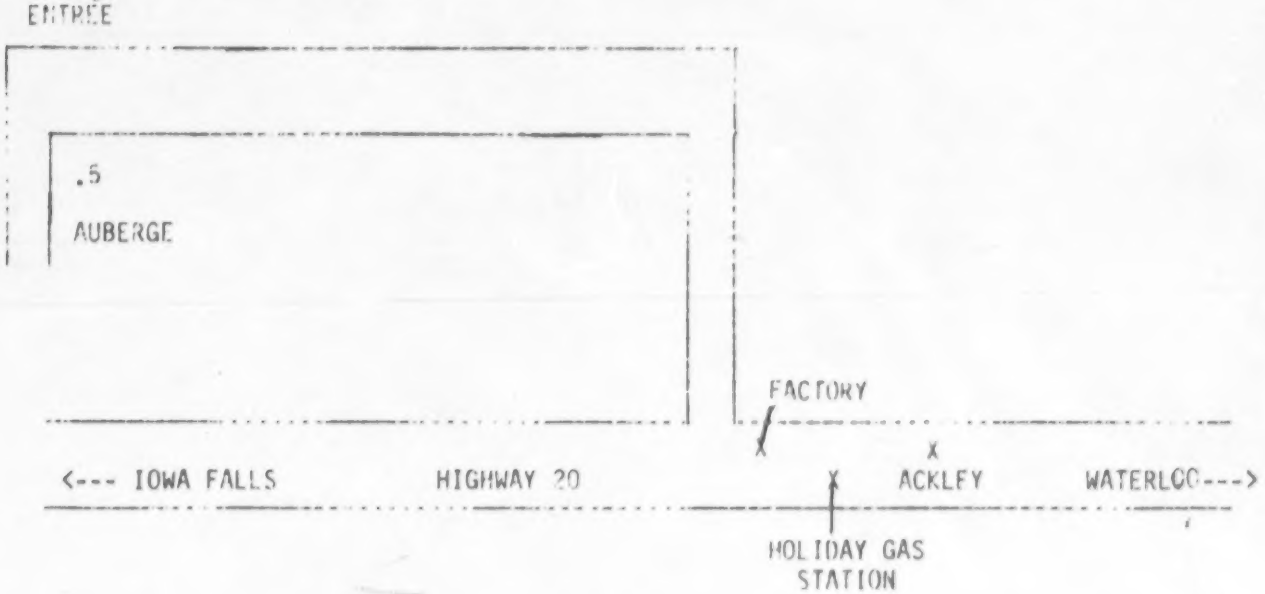

FROM HIGHWAY 20, TURN NORTH ON THE GRAVEL ROAD JUST WEST OF ACKLEY. FOLLOW THE ROAD 2.7 MILES TO L'ENTRÉE.

AUBERGE DE JEUNESSE II

Tentative Schedule

Friday Evening	6:00	COUNSELOR STAFF MEETING
	7:00-8:00 p.m.	ARRIVAL Customs - Cabin Assignments - Name Tags Exchange of Currency - Sign up for Mini-Sessions
	8:00-9:30 p.m.	EVENING SNACK/INTRODUCTIONS Impromptu songs and games
	10:00 p.m.	Cabins - preparation of skits
	10:00 p.m.	TEACHER STAFF MEETING (Chapel)
Saturday Morning	7:30 a.m.	Wake - Up
	8:20 a.m.	Flag Raising Brief Exercises
	8:30 a.m.	Le Petit déjeuner
	9:30-10:30 a.m.	MINI - LESSONS 1. Argent 3. Chansons 2. Salle a Manger 4. Vocabulaire/Boutique
	10:30-11:30 a.m.	SLIDE PRESENTATION - LA PROVENCE
	11:30-12:00	1/4 of group will go to the store - the rest will have free time
Saturday Afternoon	12:00-12:30 p.m.	1/4 of group will go to the store - the rest will have free time
	12:30 p.m.	Le déjeuner
	1:30 p.m.	MINI - SESSIONS 1. Argot et gestes (slang & gestures) 5. Beaux Arts (arts & crafts) 2. Chansons(songs) 6. Promenade(nature hike) 3. Escrime(fencing) 7. Cuisine(cooking) 4. Pétanque(game) 8. La Jonglerie
		SESSIONS # 1 & # 5 OBLIGATOIRE
	3:30-4:00 p.m.	1/4 of group will go to the store - the rest will have free time
	4:00-4:30 p.m.	1/4 of group will go to the store - the rest will have free time
	4:30-6:00 p.m.	MARDI GRAS
Saturday Evening	6:15-7:00 p.m.	Le dîner
	7:00-8:00 p.m.	Preparation of Skits
	8:00 p.m.	Contest, Skits
	10:00 p.m.	Vespers
	10:30 p.m.	Return to Cabins
	11:00 p.m.	Lights Out
Sunday Morning	7:00 a.m.	Wake - Up
	7:15 a.m.	Messe (Catholic mass in French)
	8:15 a.m.	Le petit déjeuner - Evaluation Questionnaire
	9:00-10:00 p.m.	Pack, Clean Cabins, Change Money
		DEPART FOR HOME

Certificat de Merit

Ce certificat est décerné à

_____

pour son travail exceptionnel à

Auberge de Jeunesse

_____

directrice

_____

date

FEEDBACK PAGE

Your comments about this manual will be very helpful to us in making revisions. Please use this page to let us know your reactions. The authors promise a personal reply.

Mail the form to:

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OR

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315 N. 6th Street
Clear Lake, Iowa 50428

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Your School_____

Address_____

City, State, Zip_____

Date_____

Dear Marci and Sandy:

My name is _____ and I wanted to tell you how I used your manual. I found certain things particularly helpful, including:

There were some other things that I wish the manual had included, such as:

I have included some information (news releases, brochures, letters to participants, etc.) about my project based on your manual.

Sincerely Yours,

_____